

School Name: Hawthorne Elementary School

School Number: 5370

Street Address: 8301 East Rawles Ave.

City: Indianapolis

Zip Code: 46219

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, 2020-2023, 2021-2024,
2022-2025

----- CONTACT INFORMATION -----

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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times.

Common abbreviations used in the plan are:

ESSA	Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI	Targeted Support and Improvement – federal government school designation under ESSA
ATSI	Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI	Comprehensive Support and Improvement – federal government designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public and private schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.	
This school receives Title IA funding. Yes No Is the school's Title I program Schoolwide or Targeted Assistance? SW TA	
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below and **highlight** the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Greg Butler	Principal	CNA, SIP, Both	Both
Amy Brown	PTA President	CNA, SIP, Both	Both
Amy Betts	Member	CNA, SIP, Both	Both
Kathryn Warren	Instructional Coach	CNA, SIP, Both	Both
Lydia Butler	Parent	CNA, SIP, Both	SIP
Krista Byrnes	Member	CNA, SIP, Both	Both
Suzee Osborne	Community Relations	CNA, SIP, Both	SIP
Carolyn Dupree	Member	CNA, SIP, Both	Both
Mark Evans	Dean	CNA, SIP, Both	Both

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision:

MSD Warren will graduate students who exhibit skills and dispositions of the Journey of a Graduate.

School Vision: Learning for ALL.

District Mission:

Warren' mission is to connect tradition with innovation, in a safe and caring environment, that provides exceptional learning experiences and fosters meaningful relationships for ALL Warren students, families and employees.

School Mission: One school with one goal.

District Goals:

- Invest in relationships with families and the community.
- Invest in meeting the needs of the whole child.
- Invest in people.
- Invest in efficiencies.
- Invest in the future of our graduates.

[MSD Warren Strategic Plan 2020-2025](#)

Does the school's vision support the district's vision? **Yes**

Does the school's mission support the district's mission? **Yes**

Do the school's mission and vision support district goals? **Yes**

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so? In Spring of 2021, the Hawthorne Staff will work together to align our mission with the Districts new strategic plan for 2020-2025.

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

K-4 Curriculum

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Math	K-12	Eureka Math	Yes	Tier 1	Foundational Math curriculum for coherence across the district	Yes	
ELA	K-5	Wonders, McGraw Hill	Yes	Tier 1	Foundational English-Language Arts curriculum for coherence across the district	Yes	
Math	1-5	Zearn	Yes	Tier 1	Math tool that helps deliver Eureka Math content to all students in a personalized, digital approach	Yes	
Math	K-4	ST Math	Yes	Tier 1	Flexible math curriculum that builds conceptual understanding, as well as supports the "Process Skills" in the IAS.	Yes	

Reading	K-4	Lexia	Yes	Tier 1	Develops reading skills for phonemic awareness and phonics to comprehension.	Yes	
Science	K-12	Pearson Science	Yes	Tier 1	Foundational Science curriculum for coherence across the district.	Yes	
Social Studies	K-4	HMH	Yes	Tier 1 /2/3	Foundational SS curriculum for coherence across the district.	Yes	
Health	K-4	HMH	Yes	Tier 1 /2/3	Foundational Health curriculum for coherence across the district.	Yes	
Music	K-6	Quaver	Yes	Tier 1 /2/3	Curricular coherence across the district in music programs.	Yes	

Best Practice/Requirements Self-Check	Yes/No	X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	

The public may view the school's curriculum in the following location(s): [MSD of Warren Township/Curriculum K-12](#)

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place. (in the district)	Yes	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	
Instructional strategies foster active participation by students during the instructional process.	Yes	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	

For Title I schools with Schoolwide Programs only:

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

Title 1 supports the achievement of our students who are having difficulty mastering proficient and advanced levels of academic achievement through effective and timely assistance on top of their Tier 1 Instruction by: 1. Providing tutoring funds to pay licensed teachers to work with students outside of the school day; 2. Purchase of researched-based digital content and intervention programs; 3. Instructional Specialist who is trained to provide instructional support with

foundational curriculum and and assessments, as well supporting teachers with effective instructional delivery by using best practices; 4. An Elementary Counselor is provided to be responsive to Social Emotional Learning as well as support in the use of interventions where appropriate.

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	GR(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA	K-8	Benchmark, Com. Form., Summative, Other	Digital, adaptive assessment that measures students instructional levels and growth; allows teachers to evaluate teaching and learning and to create plan for responding to student data	Yes	
District Eureka Math Assessments (2 times per Quarter)	K-8	Benchmark, Com. Form., Summative, Other	Curriculum based, formative assessments designed to assess students' understanding of the essential learning targets within the IAS.	Yes	
District Wonders Reading Assessments (2 times per Quarter)	K-5	Benchmark, Com. Form., Summative, Other	Curriculum based, formative assessments designed to assess students' understanding of the essential learning targets within the IAS.	Yes	
Next Steps in Guided Reading (NSGRA) (3 times per year)	K-4	Benchmark, Com. Form., Summative, Other	Comprehensive battery of assessments used to assess students' readiness to learn the skills to become readers.	Yes	
CogAT (1 time)	1	Benchmark, Com. Form., Summative, Other	High ability placement assessment	Yes	
Rapid Naming Screener (1 time per year)	K-3	Benchmark, Com. Form., Summative, Other	Aligns NSGRA with the requirements of Dyslexia, SEA 217 (Administered to 4th - 8th grade students as needed).	Yes	

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	

For Title I schools with Schoolwide Programs only:

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

Our building leadership team provides opportunities and expectations for teachers to be included in decision-making as it relates to academic achievement by inclusion in data meeting processes, ensuring teachers have access to data with an opportunity to respond to the data, as well as providing teachers with avenues to have access to resources (Interventionists, Instructional Specialists and digital content/interventions) that support improved achievement for all of their students.

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

Hawthorne incorporates the use of 1:1 iPads for all students in grades K-4. Students use the devices daily for extra practice aligned with our core curriculum in both Math and Reading. Students are able to access material both on grade level for tier 1 instruction and at their individual levels for tier 2 intervention and enrichment. Student iPads are also used to create new learning, research and discover information of interest, and build products to display understanding. Apps on the iPads are vetted through a strict process at the township level to ensure both alignment with our curriculum and engagement for students. Devices are managed by the township to provide secured access. The teaching staff have both a laptop and iPad for use as instructional tools along with large TVs and apple TV devices.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes	
A plan is in place to provide in-service training in the use of technology.	Yes	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes	
There are established procedures for maintaining technology equipment.	Yes	
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-4th

What career awareness activities are provided for students? (Highlight all that apply)

Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	MSD of Warren Township K-4 College and Career Readiness, SY 2020-2021 CCR Mapping

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes	
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Students are identified through the registration process.

- Parent/Caregiver share demographics on enrollment forms
- Language Survey
- Migrant Worker Survey
- Climate and Culture Survey
- Free and reduced lunch applications

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

- We use small group differentiated instruction to meet students' needs.
- Our counselor provides educational presentations that embrace cultural diversity.
- Teachers collaborate to ensure the best instructional practices are put in place.
- Teachers are given PD in areas where students are struggling.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

- Cultural - competency training will be needed to effectively work with children and staff in cross - cultural situations.
- Reading Cadre work
- Continued PBIS training

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

- Wonders provides culturally diverse reading materials.
- Second Steps

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students absent 10% or more of the school year. Last year: 18.3% Two Years Ago: 16.8% Three Years Ago: 15.8%

What may be contributing to the attendance trend?

We do have a population that sees a lot of change as far as kids transferring in and out. With that, the home could be less stable which could contribute to more absences throughout the year. Last year, our school schedule moved start times to earlier. This also could contribute to kids not coming or coming in late.

What procedures and practices are being implemented to address chronic absenteeism?

We have a system where the counselor and dean call home after 3, 5, and 7 absences/tardies. This has helped a little bit. Once a student is absent for 5 or more days, the dean will send a signed letter home as well.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

We keep track of the kids that have a problem with attendance. We continue to call home, and we also have a PART program that central office begins to help us reach out and give guidance to families for help.

Best Practice/Requirements Self-Check	Yes/No		X
The school has and follows a chronic absence reduction plan.	Yes	No	
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	No	

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

The school holds regular family nights such as ILEARN/IREAD Preparation Night, Literacy Night, and Math Night. The school also houses a lending library consisting of academic materials. These materials can be checked out by parents to help support their child's learning in both math and reading/language arts. In the weekly newsletter, The Hawk Talk, there is a designated section entitled "Family Resource of the Week". This highlights different resources including websites, articles, activities, and other academic materials that can enhance learning at home.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

Parents/families are able to express ideas, concerns, and/or suggestions through means such as Class Dojo, Zoom meetings, Remind, emails, Canvas, SeeSaw, phone calls (both school and Google Voice). Parents/families are also able to give input through Parent/Teacher Conferences, report cards, progress reports, Individualized Education Plan Case Conferences, Parent/Teacher Association meetings and surveys.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

When students are absent for three days (consecutive or nonconsecutive), the classroom teacher, the school counselor, and/or the school dean contacts families to address absences. While we are supporting students during COVID-19, there will not be incentives for attendance.

How do teachers and staff bridge cultural differences through effective communication?

The English Language Learner Instructional Assistant serves as a translator for Spanish speaking families. For families who speak a language other than English or Spanish, the following services are used: district-wide translators, a phone translating services, and/or Google Translate.

Weekly newsletter is sent through GoogleSites and can be translated by Google with the touch of a button.

School documents are able to be translate.

There are books in the school library that are translated into different languages.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

Warren Township develops Family-School Partnerships through relationship building. This is done at our school by inviting parents/caregivers to events such as Parent Nights and themed curricular events. This year we have implemented the use of Zoom to host webinars at the district level and Zoom and small group events at our school, in response to the current climate with COVID-19. We also communicate with our families each week through the use of Smores Newsletters, sharing of information and Newsletters through our school website and app, automated phone calls, personal phone calls, use of our new parent portal called ParentVUE, Canvas, Facebook and Twitter.. On-going communication, through opportunities for parents/caregivers and staff to learn together by engaging in academic activities and family involvement, in-person and virtually, ensures that we are reaching our families and making it known to them that their involvement is needed and welcomed.

How does the school provide individual academic assessment results to parents/guardians?

Warren Township supports our school through the sharing of individual academic assessment results in several ways. Statewide individual academic assessment information on results and accessing results are mailed home, using the US Postal Service. Academic assessment results from NWEA and goals related to NWEA are communicated to our families by school staff during parent-teacher conferences and individual touchpoints/conferences. Feedback to parents on how their students are performing on common assessments is provided to parents/caregivers by their classroom/content teachers.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

At our school, parent/caregiver involvement is sought at various levels for planning, review and improvement of our schoolwide plan. Our school has parent/caregiver members who participate on our CNA/SIP committees. Also, we engage all of our families in planning and asking for their input/feedback through the use of various surveys centering around their student's experiences, as well as their experience with our school. We also ensure that our surveys are in English and Spanish, digital and on paper.

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

Graduation rate last year:

Percent of students on track to graduate in each cohort:

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

The integration of federal, state, and local funds allows us to expand our programs and services to include opportunities for professional development with school staff on instructional best practices, social emotional needs of students, remediation and intervention programs. Instructional specialists, interventionists, and student support counselors (counselors in grades K-4) provide professional development opportunities for instructional fund teachers in order to implement core curriculum, interventions, and digital content that is purchased using state and local funds.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Not applicable at this time.

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

The district has a preschool program that is aligned with the Warren Township's K-4 curriculum maps, which are aligned with the Indiana State Standards. The Director of the preschool regularly attends district administrator meetings and data is shared between the preschool and the elementary schools. In addition, the district communicates with preschool children's parents on a regular basis. There is an agreement in place, with Head Start, to share data and professional development. Warren Township has a rich tradition of supporting early learning experiences as well as transitions from early childhood programs to elementary school settings. *Each year on-site registration opportunities are offered to families with children in Head-Start.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

Warren Township provides new teacher mentoring, professional development and teacher retention throughout the school year. Our teachers receive ongoing PD and coaching from Instructional Specialists. Our school leadership team also provides teachers with feedback and support.

While there is a teacher shortage, Warren Township attempts to recruit and hire experienced, highly qualified teachers for all positions. Warren Township hosts a teacher recruitment day, advertises at local colleges, participates in student teaching programs with various colleges and universities, and attends recruitment fairs offered throughout the state.

A list of all instructional staff. Include licensure/certification and current class/subject areas being taught.

Staff Name	Licensure/Certification	Assigned Class/Subject
Greg Butler	El. Ed./Administration	Principal
Mark Evans	K-12 PE/Health/Administration	Dean
Amy McDuffie-Betts	El. Ed.	Kindergarten
Hannah Gansert	El. Ed.	Kindergarten
Olivia Page	El. Ed.	Kindergarten
Elisaliz Lopez	El. Ed.	1st Grade
Amanda Williams	El. Ed.	1st Grade
Debbie Miller	El. Ed.	1st Grade
Amanda Henry	El. Ed.	1st Grade
Diana Strickland	El. Ed.	2nd Grade
Tony Meyer	El. Ed.	2nd Grade
Kristal Williams-Shakes	El. Ed.	2nd Grade
Carolyn Dupree	El. Ed.	3rd Grade
Amy Brown	El. Ed.	3rd Grade
Brianna Brechbuhl	El. Ed.	3rd Grade
Karlee Mundell	El. Ed.	4th Grade
Michael Collier	El. Ed.	4th Grade
Amanda Bradshaw	El. Ed.	4th Grade
Kathryn Warren	El. Ed. Reading	Instructional Coach

Laura Parker	ESL, El. Ed.	ESL Teacher
Krista Byrnes	El. Ed./SPED	SPED
DeDe Elliott	El. Ed./ SPED	SPED
Celia Kauth	Counselor License	School Counselor

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark "X" next to each source of data used in the following steps and attach or link the data reviewed for this plan.

General Academic and Schoolwide			WIDA		Special Education		High Ability	
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Aptitude Assessment (e.g. CogAT)	
<input checked="" type="checkbox"/>	Districtwide Assessments		Performance Gap Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)		Current High Ability Grant	
	Assessment by Student Group		ESL Staff Training		Performance Gap Data		Performance Gap Data	
<input checked="" type="checkbox"/>	Common Formative Assessments		Service Delivery Model		Special Education Training for Staff		High Ability Training for Staff	
	PSAT/SAT/ACT Assessments		Federal (ESSA) Grade for Group	<input checked="" type="checkbox"/>	Approved Testing Accommodations		Service Delivery Model	
<input checked="" type="checkbox"/>	Dyslexia Screening Data		Current Title III Grant		Federal (ESSA) Grade for Group			
	Common Formative Assessments		Parental Involvement	<input checked="" type="checkbox"/>	IEP Compliance Report			
<input checked="" type="checkbox"/>	Attendance Reports – general and by student groups	<input checked="" type="checkbox"/>	WIDA		Special Education Staff Assignments			
<input checked="" type="checkbox"/>	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.						
<input checked="" type="checkbox"/>	Staff Attendance							

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

Measurable outcome met? **Yes No**

The MSD of Warren Township will provide cohesive reading instruction and learning experiences through the assigned curriculum to impact all students' reading achievement and growth as evidenced by 17/18 classrooms meeting or exceeding NWEA Growth Projections and 90% of all 3rd grade students passing the IREAD3 Assessment.

If the goal was met, how will the school further improve or sustain this level of performance?

NA - Test not taken due to COVID-19.

If the goal was not met, explain why.

NA - Test not taken due to COVID-19.

If the goal was not met, should the school continue to work toward this goal? **Yes No**

NA - Test not taken due to COVID-19.

Goal 2Measurable outcome met? **Yes No**

The MSD of Warren Township will provide cohesive math instruction and learning experiences through the assigned curriculum to impact all students' math achievement and growth as evidenced by 15/18 (83%) grade levels exceeding NWEA Growth Projections in 2019-2020.

If the goal was met, how will the school further improve or sustain this level of performance?

NA - Test not taken due to COVID-19.

If the goal was not met, explain why.

NA - Test not taken due to COVID-19.

If the goal was not met, should the school continue to work toward this goal? **Yes No**

NA - Test not taken due to COVID-19.

Goal 3Measurable outcome met? **Yes No**

We will teach routines, procedures and social/emotional skills through the use of CORE, that will target Physical Aggression (fighting), Defiance of School Personnel, Bus Disruptions, General Classroom Disruptions and General Disruption of the Orderly Educational Process as evidenced by a reduction in infractions in these areas by 50%.

If the goal was met, how will the school further improve or sustain this level of performance?

NA - Test not taken due to COVID-19.

If the goal was not met, explain why.
NA - Test not taken due to COVID-19.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

NA - Test not taken due to COVID-19.

SECTION C: Analysis

Step 1: Conduct a Gap Analysis ([IDOE Video](#))

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

1) Are our current goals still areas where improvement is needed immediately?

2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our findings in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).

1

2

3

4

5

6

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
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A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.

No

In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.

We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.

X 1

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
	Yes No				
	Yes No				
	Yes No				

	Yes No				
	Yes No				
	Yes No				

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.



Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)

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Write your Goal(s) from these.

Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or
 - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan;
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources

Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and Low Income Schools	General funds Head Start
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School Improvement Plan

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	Hawthorne Elementary will provide cohesive reading instruction and learning experiences through the assigned curriculum to impact all students' reading achievement and growth as evidenced by 20/22 classes that meet or exceed NWEA Growth Projections and 90% of all 3rd grade students passing the IREAD3 Assessment.			
Data Checkpoints (dates)	Sept-Oct. 2020 Wks 4 and 9 of each quarter	Dec. 2020 Wks 4 and 9 of each quarter	March-April 2021 Wks 4 and 9 of each quarter	May 2021 Throughout the month
Evidence at Checkpoints	1Q Maps Assessments NWEA BOY	2Q Maps Assessments	3Q Maps Assessments NWEA EOY	IREAD ILEARN 4Q Maps Assessments
Evidence- Based Strategy 1	Provide cohesive Reading instruction and learning experiences through assigned curriculum to impact all students reading achievement and growth.			PD Needed: Yes
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Data Analysis -- Provide opportunities for teachers to collaborate and discuss data related to reading performance and growth through data meetings and collaborative work sessions.	August 2020 - May 2022	Principal	Data Protocol Documentation Improved number of students meeting projected growth on NWEA Map Test.
Action Step 2	Students will meet in small groups weekly. Students will be instructed in small groups in phonemic awareness, phonics, vocabulary, comprehension, and fluency.	August 2020 - May 2022	Classroom Teachers	Growth in word development inventory, and NSGRA reading levels.
Action Step 3	Teacher collaboration time focused on improving reading instruction based on best practices and	August 2020- May 2022	Classroom Teachers	Collaborative practice with various protocols to enhance sharing between staff members.

	research-based reading strategies			
Evidence- Based Strategy 2	Monitoring of Instructional Practices and Data			PD Needed: Yes
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Tier 1 Coherence Walkthroughs - Visit ELA Instructional blocks to complete coherence walkthrough forms for feedback for teachers and indicate areas of support necessary for next steps	August 2020 - May 2022	Principal and Dean	Collect aggregate walkthrough data each month to show positive trends and instructional practices
Action Step 2	Regular monitoring of data across academic, behavioral, instructional, and social emotional data to support staff and student learning.	August 2020 - May 2022	School Data Team	Identify bottom 20% of student achievement. Monthly data analysis reports.

GOAL 2	Hawthorne Elementary will provide cohesive math instruction and learning experiences through the assigned curriculum to impact all students' Math achievement and growth as evidenced by 100% grade levels exceeding NWEA Growth Projections by Spring 2022.			
Data Checkpoints (dates)	Sept-Oct. 2020 Wks 4 and 9 of each quarter	Dec. 2020 Wks 4 and 9 of each quarter	March-April 2021 Wks 4 and 9 of each quarter	May 2021 Throughout the month
Evidence at Checkpoints	1Q Maps Assessments NWEA BOY	2Q Maps Assessments	3Q Maps Assessments NWEA EOY	ILEARN 4Q Maps Assessments
Evidence- Based Strategy 1	Provide cohesive Math instruction and learning experiences through assigned curriculum to impact all students math achievement and growth.			PD Needed: Yes
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Data Analysis -- Provide opportunities for teachers to collaborate and discuss data related to math performance and growth through data meetings and collaborative work sessions.	August 2020 - May 2022	Grade Level Teams and Principal	Data Protocol Documentation Improved number of students meeting projected growth on NWEA Map Test.
Action Step 2	Monitoring progress on Eureka assessment through Edulastic. (Warren Created)	August 2020 - May 2022	Classroom Teachers	Increased proficiency by all students with focus on those students that scored in the bottom 20%.
Evidence- Based Strategy 2	Monitoring of Instructional Practices and Data			PD Needed: Yes
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Tier 1 Coherence Walkthroughs - Visit Math Instructional blocks to complete coherence walkthrough forms for	August 2020 - May 2022	Principal, Dean	Collect aggregate walkthrough data each month to show positive trends and instructional practices

	feedback for teachers and indicate areas of support necessary for next steps			
Action Step 2	Regular monitoring of data across academic, behavioral, instructional, and social emotional data to support staff and student learning.	August 2020 - May 2022	School Data Team	Identify 911 list - bottom 5% of student achievement. Monthly data analysis reports

GOAL 3	Hawthorne Elementary will teach routines, procedures and social/emotional skills through the use of CORE, that will target Physical Aggression (fighting), Defiance of School Personnel, Bus Disruptions, General Classroom Disruptions and General Disruption of the Orderly Educational Process as evidenced by a reduction in infractions in these areas by 50%.			
Data Checkpoints (dates)	December 2020	May 2020	December 2021	May 2021
Evidence at Checkpoints	1st semester PBIS referral data	2nd semester PBIS referral data	1st semester PBIS referral data	2nd semester PBIS referral data
Evidence- Based Strategy 1	We will teach routines, procedures and social/emotional skills that target behavior.			PD Needed: Yes
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Tier 1 Coherence Walkthrough -- Visit classrooms to provide feedback for teachers regarding PBIS and CORE procedures and expectations and indicate areas of support necessary for next steps.	August 2020 - May 2022	Principal and Dean	
Action Step 2	Core Club - Create structure for staff to support and develop relationship with selected student	August 2020 - May 2022	PBIS Team and Dean	Decrease in referral/CICO data Increase in positive reinforcements/relationships
Evidence- Based Strategy 2	School wide PBIS Data - Tier 1 and Tier 2 PBIS teams will continue to meet on a regular basis to review data, plan targeted classroom lessons, and share with staff members.			PD Needed: Yes
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Consequences and Supports - Creating a	August 2020 - May 2022	Principal, Dean, PBIS team	Decrease in referrals/CICO data

	consequence and support resource for teachers for specific behaviors that teachers can use as reference.			
Action Step 2	Recognizing and Reinforcing Positive Tier 1 Behaviors - Students will be identified for outstanding behavior with student of the week recognitions.	August 2020 - May 2022	Principal, Dean, Counselor, PBIS team	<p>Increase in positive reinforcements/relationships</p> <p>Decrease in school wide referral data</p>

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	Teachers will participate in foundational reading professional development through elemaneRoxie reading.	Linked SIP Goals Yes
Possible Funding Source(s)	School and district professional development funding	
Evidence of Impact	Student assessment data: NSGRA, NWEA, district reading assessments Coherence to curriculum maps and new assessments Improved tier 1 reading instructional practices	
Plan for coaching and support during the learning process: District and school based instructional leadership will continue to develop a better understanding of foundational brain code reading philosophies through elements of Roxie reading and district reading cadre professional development practices. Administration and instructional specialists will continue to coach and provide support for this journey throughout the school year and summer break.		
How will effectiveness be sustained over time? This process began prior to the 2020 school year and will continue to spread to each certified teacher of the course of this professional development plan. The district reading cadre will begin to transfer professional development ownership to building administration and instructional specialists, and building reading cadre members.		

Professional Development Goal 2	Teachers will participate in foundational math/Eureka professional development as related to school improvement plan math goals.	Linked SIP Goals Yes No
Possible Funding Source(s)	School and district professional development funding	
Evidence of Impact	Student assessment data: NWEA, district math assessments Coherence to curriculum maps and new assessments Improved tier 1 math instructional practices	
Plan for coaching and support during the learning process: Instructional specialists and building administration will continue to provide support and coaching to certified staff. New teachers will also need additional training and support to become familiar with the Eureka curriculum and district assessment practices.		
How will effectiveness be sustained over time? The district's transition to Eureka math began prior to the 2020 school year. Additional support will be needed to transition to a STEM focused math block. This will be a focus of future professional development growth.		

Professional Development Goal 3	PBIS Tier 1 and Tier 2 teams will continue to provide ongoing professional development and support grade level teachers.	Linked SIP Goals Yes No
Possible Funding Source(s)	School and district professional development funding	
Evidence of Impact	Increase in positive reinforcements/relationships Decrease in school wide referral data Decrease in referral/CICO data	
Plan for coaching and support during the learning process: PBIS teams will continue to meet monthly to reflect on current data and create action plans for individual team and staff support. Facilitators will attend district PBIS meetings and receive guidance from district PBIS leadership. PBIS teams will provide feedback and resources to staff to support increased positive relationships and reinforcements with students.		
How will effectiveness be sustained over time? Training for new facilitators and team members during the summer to support ongoing building based needs. District PBIS leadership will provide yearly fidelity reports and feedback during site visits. Panorama surveys will identify student social emotional learning feedback for building leadership teams.		

Professional Development Goal 1	Teachers will participate in foundational reading professional development through Roxie reading.	Linked SIP Goals Yes No
Possible Funding Source(s)	School and district professional development funding	
Evidence of Impact	Student assessment data: NSGRA, NWEA, district reading assessments Coherence to curriculum maps and new assessments Improved tier 1 reading instructional practices	

Professional Development Goal 2	Teachers will participate in foundational math/Eureka professional development as related to school improvement plan math goals.	Linked SIP Goals <div>YesNo</div>
Possible Funding Source(s)	School and district professional development funding	
Evidence of Impact	Student assessment data: NWEA, district math assessments Coherence to curriculum maps and new assessments Improved tier 1 math instructional practices	
Plan for coaching and support during the learning process: Instructional specialists and building administration will continue to provide support and coaching to certified staff. New teachers will also need additional training and support to become familiar with the Eureka curriculum and district assessment practices.		
How will effectiveness be sustained over time? The district's transition to Eureka math began prior to the 2020 school year. Additional support will be needed to transition to a STEM focused math block. This will be a focus of future professional development growth.		

Professional Development Goal 3	PBIS Tier 1 and Tier 2 teams will continue to provide ongoing professional development and support grade level teachers.	Linked SIP Goals Yes No
Possible Funding Source(s)	School and district professional development funding	
Evidence of Impact	Increase in positive reinforcements/relationships Decrease in school wide referral data Decrease in referral/CICO data	

Plan for coaching and support during the learning process:

PBIS teams will continue to meet monthly to reflect on current data and create action plans for individual team and staff support. Facilitators will attend district PBIS meetings and receive guidance from district PBIS leadership. PBIS teams will provide feedback and resources to staff to support increased positive relationships and reinforcements with students.

How will effectiveness be sustained over time?

Training for new facilitators and team members during the summer to support ongoing building based needs. District PBIS leadership will provide yearly fidelity reports and feedback during site visits. Panorama surveys will identify student social emotional learning feedback for building leadership teams.